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Mrs Judith Lloyd-Williams
Headteacher
Osmaston Primary School
Addison Road
Derby
DE24 8FT

Dear Ms Lloyd-Williams

Ofsted monitoring of Grade 3 schools: monitoring inspection of Osmaston Primary School

Thank you for the help which you and your staff gave when I inspected your school on Tuesday 5 July, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the staff and the Chair of the Governing Body for their time and courtesy. I would like particularly to thank the pupils for the enjoyable time I spent talking with them.

Since the previous inspection, there has been a change in the status of the school. Following the closure of Nightingale Junior School, the age range of Nightingale Infant School was extended and the school renamed in September 2010 as Osmaston Primary. The new school is based in the original, adjacent infant and junior school buildings and retains the unique reference number (URN) of the former infant school. A new headteacher was appointed in September 2010.

As a result of the inspection on 24 March 2010 the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

The school works in the most challenging of circumstances and has a severe legacy of underachievement. Results of teacher assessments for pupils at the end of Year 2 over the past three years have been low in reading, writing and mathematics, compared to national averages. School tracking data shows that predicted outcomes in national tests for pupils currently in Year 6, in English and mathematics, will also be low. However, evidence from lesson observations confirms that all pupils are now making satisfactory progress from their extremely low starting points, in lessons and

over time, with some beginning to make more accelerated progress. In some classes, there is evidence of pupils working at levels closer to those expected for their age. Improving provision, rising expectations and strong, strategic leadership contribute well to these positive developments.

The quality of teaching is strengthening, but remains satisfactory overall. Staff have welcomed intensive support from consultants over the past year and as a result, teachers' confidence is improving. However, the school recognises that there is more to do to ensure that all teachers make use of precise teaching methods to support and guide pupils to enable them to make good progress. Teachers are generally well prepared and expectations are rising. Classrooms are stimulating environments and all teachers have successfully developed the use of working walls. Teachers' planning identifies clear learning intentions, but they are not yet making effective use of assessment to plan different tasks and outcomes for all groups of pupils, including the more able. Consequently, some pupils do not make the progress of which they are capable. Teaching assistants provide appropriate general support. However, the school recognises that their role needs to be developed further to ensure that they are making more valuable contributions throughout each lesson to both individuals and groups. A scrutiny of pupils' work indicates that they have appropriate opportunities to write in literacy lessons, with developing opportunities to write in different subjects. Pupils enjoy using and applying their mathematical skills in numeracy lessons. However, they have limited opportunities at the present time to develop these skills across the wider curriculum. Relationships are extremely positive at all levels. Behaviour in lessons observed was satisfactory overall and sometimes good, when pupils were suitably challenged and motivated.

The school is working relentlessly with a small number of parents whose children are persistently absent and who frequently arrive late for lessons. The school has implemented a wide range of initiatives and incentives to encourage regular attendance and improve punctuality. Senior leaders meet regularly with parents to try and nurture effective relationships, encourage positive family attitudes towards learning and motivate parents to support their children in being successful. However, despite these strenuous efforts, attendance currently remains below average.

The headteacher has a clear vision for the school and is determined to move the school forward and to raise standards and achievement. She has introduced robust procedures for monitoring and consequently, self-evaluation is accurate. A review of roles and responsibilities of both senior and middle leaders has improved accountability at all levels. There has been significant support in place throughout this year for some members of the senior leadership team to enable them to fulfil their roles adequately. There is now a clear expectation that they will be able to lead and manage effectively and play a key role in driving improvements. In particular, their ability to act as good or outstanding role models within the classroom. The decision to second an additional deputy headteacher from September for one year will further enhance the capacity of the senior leadership team to improve the quality of teaching and learning. Middle leaders demonstrate rigour in collecting assessment information and high levels of skill in analysing data. They have a very

clear understanding of their roles and responsibilities in securing improvement and raising attainment. The drive for improvement is beginning to be shared by all staff and is creating a new sense of purpose about the school. The governing body has an accurate picture and understanding of the school's strengths and its priorities for further development.

The school appreciates the support provided by the local authority, particularly the challenge and guidance of the new school improvement partner.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010.

- Accelerate children's progress and raise their attainment by:
 - raising teachers' expectations of what children can do
 - making better use of assessment information in planning and in class, to give children, especially the more able, more demanding work to do
 - increasing opportunities for children to write in literacy lessons, to record their learning in mathematics, and to use their literacy skills in different subjects.
- Introduce much greater rigour into the checks made on teaching and learning by:
 - following up all identified areas for improvement more robustly with practical steps to ensure they are being addressed effectively
 - ensuring all leaders and managers understand their roles in, and their responsibility for, school improvement, and carry them out effectively.
- Do everything possible to impress on the parents and carers concerned, the effect of erratic attendance and punctuality on their children's learning.